



READING

ABE 1-Beginning Literacy (0.0 – 1.9)

STANDARDS

The learner will be able to . . .

- A. Apply recognition and decoding strategies to pronounce and derive the meaning of words
- B. Apply reading skills to functional and informational text

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to. . .</i>		
A.1 Identify upper- and lower-case letters.	A.1.1 Read and write names of family members using capital and lower case letters.	Family Literacy A.1.1 The learner recognizes letters and family members' name using a name game format.
	A.1.2 Read and write address and names of streets, cities, state using capital and lower case letters.	A.1.2 The learner practices writing addresses in the proper format on an envelope.
A.2 Apply phonetic skills to decode words.	A.2.1 Generate sounds from all letters and letter patterns (e.g., consonant blends and diagraphs, and diphthongs).	Basic Literacy Skills A.2.1 The learner listens to single syllable rhyming words and generates additional words.
	A.2.2 Identify beginning and ending sounds to read familiar words.	A.2.2 The learner identifies sight words in newspaper articles.
	A.2.3 Produce orally groups of words that begin with the same initial sound.	A.2.3 The learner participates in a game against a competing team; the teacher calls out a word and the members of each team must call out a word with the same beginning sound.

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to . . .</i>		
A.3 Recognize familiar word patterns and word families.	A.3.1 Identify and illustrate letter patterns in words that rhyme.	Family Literacy A.3.1 The learner develops a family word map for sat, ball, it, can, etc.
A.4 Identify common words and phrases using picture clues.	A.4.1 Select correct words and phrases using picture clues to identify common signs, symbols and labels.	A.4.1 The learner identifies symbols and road signs needed to pass a driver's test.
A.5 Recognize basic sight words.	A.5.1 Read and interpret words in different media (e.g. signs, books, television and environmental print.).	A.5.1 The learner identifies sight words found in environmental print (e.g. post office, schools, food labels, and household items).
	A.5.2 Read 50 – 75 sight words orally (i.e. Dolch and Functional Reading List for Adults, see Appendix).	Consumer Literacy A.5.2 The learner identifies words from the word lists related to the purchase of car insurance.
B.1 Identify common functional signs, directions, maps, forms, job applications, and want-ads with assistance.	B.1.1 Follow short two- to three-step directions.	B.1.1 The learner interprets clothing care labels from a worksheet.
	B.1.2 Read and describe the meaning of signs on buildings, streets, department stores, road signs, etc.	Family Literacy B.1.2 The learner reads a map to plan a trip.
B.2 Read and comprehend short simple sentences.	B.2.1 Read and paraphrase short simple sentences to others (e.g. instructions, directions, recipes).	B.2.1 The learner reads a simple recipe to mix a beverage (e.g. lemonade, ice tea).
	B.2.2 Read and verbally respond to simple forms that ask for personal information such as name, address, phone number and gender.	B.2.2 The learner reads a telephone bill and identifies the name, address and telephone number.
PERFORMANCE MASTERY STANDARDS	TABE (9 - 10) Scale Score - Reading 368 or Higher Grade Equivalent 2.0+	

READING

ABE II – Beginning Basic Education (2.0 – 3.9)

STANDARDS

The learner will be able to . . .

- A. Apply recognition and decoding strategies to pronounce and derive the meaning of words
- B. Apply reading skills to functional and informational text
- C. Apply reading skills to interpret literary selections

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to . . .</i>		
A.1 Recognize basic word patterns, antonyms, and synonyms.	A.1.1 Determine word patterns (e.g., bat/hat/cat; opposites such as hot/cold, boy/girl; synonyms such as big/large, little/small) and provide matching words.	Basic Literacy Skills A.1.1 The learner matches words that are synonyms and antonyms in describing good work ethics.
A.2 Apply syllabication.	A.2.1 Identify compound words and divide into multi-syllable words.	A.2.1 The learner taps out the number of sounds in a syllable and the number of syllables in a word.
B.1 Read and follow simple written directions.	B.1.1 Read and follow directions (e.g., emergency, timecard, recipe, medication, driving)	B.1.1 The learner reads fire drill directions and explains what must be done.
B.2 Identify the main idea, relevant facts and the meaning of text.	B.2.1 Discuss important facts, key words or phases.	Health Literacy B.2.1 The learner reads and interprets the meaning of healthy eating from a brochure.
	B.2.2 State the main idea and relevant facts in a text.	B.2.2 The learner discusses in class the relevant facts found in the brochure.

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to . . .</i>		
B.3 Draw simple, logical conclusions from reading materials.	B.3.1 Read and discuss a possible outcome to text.	Health Literacy B.3.1 The learner reads the instructions on a medicine label and describes the possible negative side effects that require notification of the doctor.
	B.3.2 Identify cause and effect relationships in text.	B.3.2 The learner reads a label on medicine and tells results of an overdose.
C.1 Comprehend the meaning of literary selections.	C.1.1 Describe what happens in a story and relates events to something familiar.	C.1.1 The learner describes similar personal experiences that relate to a character in a story.
C.2 Describe the story elements of plot, setting, and character, including the beginning, middle and ending of a reading selection.	C.2.1 Identify the 5 W's and how they relate to the story elements.	Basic Literacy Skills C.2.1 The learner reads a story then answers the 5 "W's" questions.
	C.2.2 Describe the sequence of events in a story.	C.2.2 The learner develops a story time line emphasizing events from beginning to end. Family Literacy C.2.2 The learner reads a simple story to a child and summarizes the story placing events in sequence for class.
C.3 Identify the theme in reading selections.	C.3.1 Interpret the meaning of a short story.	C.3.1 The learner selects a short story and discusses its meaning.
PERFORMANCE MASTERY STANDARDS	TABE (9 - 10) Scale Score - Reading 461 or Higher Grade Equivalent 4.0+	

READING

ABE III - Low Intermediate Basic Education (4.0 – 5.9)

STANDARDS

The learner will be able to . . .

- A. Apply recognition and decoding strategies to pronounce and derive the meaning of words
- B. Apply reading skills to functional and informational text
- C. Apply reading skills to interpret literary selections

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to . . .</i>		
A.1 Recognize homophones and homographs.	A.1.1 Interpret the meaning of common homographs based on context.	Basic Literacy A.1.1 The learner identifies the meaning of homographs in sentences (e.g. <i>She cried a tear; Her dress has a tear. He read the book; She is able to read now.</i>).
	A.1.2 Identify common homophones (e.g., see, sea, to, two, too, their, there, they're).	A.1.2 The learner identifies homophones in sentences and determines if the words are used in the proper context correcting sentences as needed.
A.2 Apply context clues.	A.2.1 Comprehend the context of familiar words to derive meaning for new and unfamiliar words.	A.2.1 The learner determines the meaning of an unfamiliar word in a newspaper from surrounding text.

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to . . .</i>		

A.3 Know and use structural analysis.	A.3.1 Identify syllabic breaks in words.	Basic Literacy A.3.1 The learner selects 10 words from a textbook or other printer source and rewrites the word with the syllabic break point.
	A.3.2 Use correctly contractions and possessive forms familiar words.	A.3.2 The learner converts a list of words from compound to contractions or contractions to compound word.
	A.3.3 Identify common prefixes, suffixes, and root words.	Family Literacy A.3.3 The learner maintains a journal of common terms used in everyday life (e.g. medical terms, business terms, and work-related terms) noting prefixes, suffixes, and root words.
B.1 Follow multiple step written directions.	B.1.1 Interpret multi-step instructions to perform tasks or procedure and answer related questions.	Health Literacy B.1.1 The learner explains directions on a prescription bottle from their medicine cabinet.
B.2 Locate and use organization of texts to locate specific information.	B.2.1 Access and locate information through the table of contents, indexes, glossaries, titles and headings.	B.2.1 The learner identifies unfamiliar terms in a work-related manual and locates the meaning within the text.
	B.2.2 Identify key words through skimming and extract the main point of a reading.	Family Literacy B.2.2 The learner reads a bus schedule and determines the route and approximate time required to get from home to school.
	B.2.3 Read and interpret charts, graphs, and labels.	Basic Literacy B.2.3 The learner reads charts, or graphs as assigned and answers questions about each.

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to . . .</i>		

B.3 Reads the main ideas and supporting details in written and graphic materials.	B.3.1 Identify main ideas and clearly stated details in reading materials.	Basic Literacy B.3.1 The learner reads a newspaper or magazine-articles and interprets information presented.
B.4 Identify the author's main purpose.	B.4.1 Identify the purpose of reading.	B.4.1 The learner determines the underlying themes or author's message in an assigned reading.
B.5 Identify cause and effect relationships.	B.5.1 Distinguish between cause and effect (i.e., jerked hand away from stove because the stove was hot).	Health Literacy B.5.1 The learner reads the WARNING section of a prescription or household product and explains the cause and effect statement.
C.1 Determine the underlying theme or author's message and relate them to other experiences.	C.1.1 Read a passage and relate the experience to real life (e.g., workplace safety manuals, <i>You're Hired</i> , <i>Aesop's Fables</i>).	Family Literacy C.1.1 The learner compares real life experiences to characters in a story and analyzes qualities such as: ambition, laziness, and courage.
C.2 Identify the historical and cultural perspectives in reading selections.	C.2.1 Identify references to period events and settings such as clothing, housing, and political context.	C.2.1 The learner compares and contrasts tales from different cultures and describes attitudes for men, women, and children.
C.3 Make predictions about events, actions, and behaviors.	C.3.1 Draw conclusions about characters and events in a story.	Basic Literacy C.3.1 The learner paraphrases a short story (i.e., <i>The Split Cherry Tree</i> , <i>A Ransom for Red Chief</i> , <i>The Monkey's Paw</i>).
PERFORMANCE MASTERY STANDARDS	TABE (9 - 10) Scale Score - Reading 518 or Higher Grade Equivalent 6.0+	

READING

ABE IV – Low Intermediate (6.0 – 8.9)

STANDARDS

The learner will be able to . . .

- A. Apply recognition and decoding strategies to pronounce and derive the meaning of words
- B. Apply reading skills to interpret functional and informational text
- C. Apply reading skills to interpret literary selections

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to . . .</i>		
A.1 Identify the meaning of root words.	A.1.1 Use knowledge of root words to derive meaning from unfamiliar words (e.g., from Latin root “script,” meaning <i>write</i> – scripture, transcript, prescription).	Workplace Literacy A.1.1 The learner determines the root word origin of common, everyday and workplace words. Family Literacy A.1.1 The learner researches names of cities/town in their former home/state/country and determines the Greek or Latin origin of the names.
A.2 Identify the meaning of prefixes.	A.2.1 Demonstrate how prefixes change vocabulary (e.g. healthy - unhealthy, ability – disability).	A.2.1 The learner enters keywords in an online search engine to find prefixes to change the meaning of words.
A.3 Identify the meaning of suffixes.	A.3.1 Demonstrate how suffixes change the part of speech of base words [e.g., person (noun) – personable (adjective), personalize (verb)].	A.3.1 The learner enters keywords in an online search engine to find suffixes to change the meaning of words.

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to . . .</i>		

A.4 Apply context clues to confirm meaning of figurative, idiomatic and technical words.	A.4.1 Use words surrounding an unfamiliar term to derive meaning.	Basic Literacy A.4.1 The learner reads a passage assigned identifies an unfamiliar term and interprets the meaning from surrounding terms.
	A.4.2 Confirm the meaning of a difficult word in a newspaper article (e.g., "tsunami") by reading details of the event.	A.4.2 The learner examines the newspaper, locates a story of interest, identifies difficult words and makes a list of details surrounding the word to help determine the words meaning.
B.1 Identify the main idea, critical details, and author's point of view and then relate them to other sources, real life and related topics.	B.1.1 Make inferences about the author's purpose and perspective.	Family Literacy B.1.1 The learner reads a newspaper or online article related to a family issue; identifies the author's views, conclusions and purpose for the article.
	B.1.2 Support conclusions with convincing textual evidence.	B.1.2 Follow-up to B.1.1, the learner provides evidence from text to support the conclusion.
B.2 Summarize text in chronological, spatial, or logical order.	B.2.1 Present the text from the beginning, middle, and end.	B.2.1 The learner presents a timeline of activities from an assigned reading. B.2.1 The learner reads an assigned work and takes turns with another classmate retelling the story from beginning to end, each adding a fact.
B.3 Distinguish facts from opinions.	B.3.1 Distinguish facts from opinion in common persuasive text (e.g., editorials, newspapers, articles, reviews).	B.3.1 The learner reads a movie review in the newspaper or online and restates the author's conclusions. The learner then identifies whether the piece is fact or opinion noting the basis for the decision.

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to . . .</i>		

B.4 Read and comprehend procedures that are long and contain a number of details, and difficult words.	B.4.1 Identify important details that may not be clearly stated.	Family Literacy B.4.1 The learner lists important points in sample writings (e.g. policy statement, medical discharge instructions, driver's manual).
	B.4.2 Apply instructions with several steps to a situation.	B.4.2 The learner completes an exercise to test skills in following directions.
	B.4.3 Interpret instructions and procedures with specified conditions (follow directions that include "if-then" statements).	Basic Literacy B.4.3 The learner completes a sample survey that contains "if-then" statements.
C.1 Make defensible inferences about the meaning of reading selections as presented by authors.	C.1.1 Recognize and compare differing viewpoints in writings.	C.1.1 The learner reads and compares viewpoints of news releases on the same topic.
C.2 Identify literary devices that define a writer's style with emphasis on the use of figurative language	C.2.1 Explain how metaphors, similes, and symbols contribute to the purpose of a fable or story.	C.2.1 The learner examines a literary work and identifies metaphors and similes by compiling a list of each.
	C.2.2 Explain how word meanings change in idioms (e.g., "keep a stiff upper lip" and "hit the ceiling").	C.2.2 The learner uses an online search engine to locate a glossary of commonly used idioms.
C.3 Explain how an author's life and time are reflected in his or her work.	C.3.1 Critique the reasons behind editorial writer's opinion, bias, etc.	C.3.1 The learner reads two editorial pieces from the newspaper and discusses the writer biases evident in the pieces.
	C.3.2 Read books, articles, etc. by authors from diverse backgrounds and cultures and compares content.	C.3.2 The learner answers questions from a literary work by an author from another culture.
	C.3.3 Read fiction from different eras and consider how lifestyles and customs have changed	C.3.3 The learner reads and discusses differing lifestyles and customs presented in books written in an earlier era.

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to . . .</i>		
C.4 Compare and contrast versions of traditional or contemporary literature from different cultures.	C.4.1 Compare and contrast versions of the same traditional or contemporary story from different cultures related to themes or characters.	C.4.1 The learner examines articles from a variety of national and international newspapers and/or websites on the same topic. C.4.1 The learner evaluates a famous political speech, (e.g. "I Have a Dream" by Martin Luther King Jr. or "Sharing the American Dream" by Colin Powell and describes the rhetorical devices used to capture the audience's attention and convey a unified message.
C.5 Describe the literary elements and characteristics of fiction, nonfiction, drama, and poetry.	C.5.1 Explain how the same plot or story line can be adapted to different genres: prose, drama, or poetry.	C.5.1 The learner compares and contrasts the format content of Maya Angelou's book and movie, "I Know Why the Caged Bird Sings".
	C.5.2 Compare and contrast fiction and nonfiction accounts of the same event (e.g. Civil War historical account vs. Civil War movie).	C.5.2 The learner compares and contrasts the accounts of a book and a movie (e.g. "Glory", "Diary of Anne Frank" The Bridges of Madison County").
	C.5.3 Distinguish the difference between an autobiography and a biography.	C.5.3 The learner distinguishes between passages taken from an autobiography and a biography.
PERFORMANCE MASTERY STANDARDS	TABE (9 - 10) Scale Score - Reading 567 or Higher Grade Equivalent 9.0+	

READING

ASE I – Low Adult Secondary Education (9.0 – 10.9)

STANDARDS

The learner will be able to . . .

- A. Apply recognition and decoding strategies to pronounce and derive the meaning of words
- B. Apply reading skills to interpret and evaluate functional and informational text
- C. Apply reading skills to interpret literary selections drawn from American and world literature and other written documents

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to . . .</i>		
A.1 Distinguish between the denotative and connotative meanings of words and explain “shades of meaning” for related words.	A.1.1 Comprehend literal and implied translations of words.	Basic Literacy A.1.1 The learner watches political advertisements and selects at least four, point out which words have denotative and which have connotative meanings based upon their interpretation.
	A.1.2 Identify jargon used in everyday language (e.g. “mouse” for computer manipulation, “blood sugar” for high glucose level, etc.)	A.1.2 The learner identifies jargons when provided a list or words and phrases.
A.2 Infer the meaning of words from context clues and word relationships, including idioms, analogies, metaphors, allusions, similes, and derivations.	A.2.1 Explain less common word meanings based on context.	A.2.1 The learner studies and explores the multiple meanings of words in a literary composition from a variety of eras (e.g. “Romeo and Juliet”, the Harry Potter series, etc.).

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to . . .</i>		
B.1 Describe the thesis or point of view of a selection.	B.1.1 Analyze the underlying ideas/reasons behind a literary work.	Family Literacy B.1.1 The learner reads a policy statement and identifies the main purpose (school, DFCS, Labor Department, workplace, hospital, DDS). Basic Literacy B.1.1 The learner reads a text of choice and summarizes the main idea(s) of the work and its importance to the overall story.
B.2 Extract critical details from a reading selection and extend the ideas to new situations.	B.2.1 Analyze and determine critical elements of reading selections and apply to new situations.	Consumer Literacy B.2.1 The learner examines the warranty information on a new item purchased or in their possession and compares the terminology for similarities and differences and is able to explain the critical items to the teacher.
B.3 Distinguish a conclusion from supporting statements.	B.3.1 Tell the difference between the conclusion and the supporting details.	B.3.1 The learner reads a sample credit denial letter, states the conclusion, and lists supporting details.
B.4 Distinguish among facts, supported inferences, and opinions.	B.4.1 Describe the difference between fact, inferences and opinion using work, family, and home situations.	Health Literacy B.4.1 The learner researches a health-related issue on the Internet and reports results noting what is factual and what is opinion.
B.5 Recognize the role that an author's beliefs and perspectives play in their writings.	B.5.1 Interpret the author's agenda.	B.5.1 The learner reads an article online or in the newspaper relating to a political or social problem, identifies how the author describes the problem.

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to . . .</i>		
B.6 Evaluate the logic and clarity of many functional documents.	B.6.1 Comprehend and utilize a variety of forms and documents in everyday life.	Basic Literacy B.6.1 The learner searches a website for appropriate forms and information needed (IRA, FAFSA, DDS).
	B.7.1 Distinguish fact from opinion. B.7.2 Locate and utilize reference and resource materials to verify information.	B.7.1 The learner reads a passage identified by the teacher from a local newspaper and identifies factual statements and opinions. B.7.2 The learner plans a trip to Disneyland using the internet to plot the trip and verifies information using a map or atlas.
B.8 Read and comprehend policies, procedures, and announcements that include all the information necessary to complete a task	B.8.1 Identify document specific acronyms and technical terms.	B.8.1 The learner assesses a technical manual in print or online for its user-friendly format and reader appeal to complete a task.
	B.8.2 Apply complex instructions that include conditions to situations as described in referenced materials.	B.8.2 The learner completes an application process. (i.e., GED transcript, FAFSA, college enrollment, job application).
C.1 Evaluate the influence of culture, ethnicity, and historical eras on the themes, supporting the inferences with evidence from the selection.	C.1.1 Demonstrate critical interpretation of theme or content.	Family Literacy C.1.1 The learner compares and contrasts tales from different cultures and describes different traditions and practices.
	C.1.2 Assess the impact of culture, ethnicity, historical eras in literature and documents.	C.1.2 The learner reads a variety of culturally and ethnically diverse biographical or auto-biographical short stories and determines similarities and differences of life in various cultures.

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to . . .</i>		
C.2 Make defensible inferences about the interactions between characters (e.g. conflicts, motivations, relationships) and how they affect the events and plot.	C.2.1 Demonstrate critical interpretation of character actions.	Family Literacy C.2.1 The learner selects a short story; identifies relationship in the work between two or more characters, and interprets the impact the relationships have on the story.
C.3 Evaluate the relevance of setting (place, time, and customs) to the mood, tone and meaning of text, using textural evidence to support the claims.	C.3.1 Demonstrate critical interpretation of setting (place, time, and customs).	C.3.1 The learner selects and reads a literary work from another era and describes how the tone of the work is influenced by the time, place and culture in which it was written.
	C.3.2 Critique the impact of culture, ethnicity, historical eras in literature and documents.	C.3.2 The learner selects and reads a culturally and ethnically diverse literary work and critiques its relevance to life today.
C.4 Support a judgment about the effectiveness of an author's use of literary elements and figurative language.	C.4.1 Demonstrate critical interpretation of literary elements and language.	C.4.1 The learner analyzes the effects of figurative language and characteristics and structural elements in an assigned work.
	C.4.2 Compare and contrast the impact of culture (local, corporate, departmental, etc customs), ethnicity, historical eras in literature and documents.	C.4.2 The learner evaluates printed or online writings on effective leadership and describes how values, attitudes and beliefs affect leadership styles.
PERFORMANCE MASTERY STANDARDS	TABE (9 - 10) Scale Score - Reading 596 or Higher Grade Equivalent 11.0+	

READING

ASE II – High Adult Secondary (11.0 – 12.9)

STANDARDS

The learner will be able to . . .

- A. Apply recognition and decoding strategies to pronounce and derive the meaning of words
- B. Apply reading skills to interpret and evaluate functional and informational text
- C. Apply reading skills to interpret literacy selections drawn from American and world literature and other written documents

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to . . .</i>		
A.1 Identify and use idioms and the literal and figurative meanings of words in speaking and writing.	A.1.1 Differentiate word meanings in different settings (e.g. "pull the plug", "zero tolerance", "Windy City").	Basic Literacy A.1.1 The learner examines political cartoons, newspaper, magazines, and websites to identify idiomatic language and the way cartoonists have used language in interesting and new ways.
A.2 Use knowledge of Greek, Anglo-Saxon and Latin roots to understand content area vocabulary words.	A.2.1 Demonstrate knowledge of root words to derive meaning from unfamiliar words (e.g. "hypo" meaning "under" – hypothermia, hypothyroidism).	Health Literacy A.2.1 The learner looks up words like hypotension, hypoglycemia, hypothyroidism, hypothermia and uses each in a sentence.
B.1 Recognize unstated assumptions, extracts critical details, and extends the information from the text.	B.1.1 Interpret, relate, and explain unstated terms and meaning.	Consumer Literacy B. 1.1 The learner reads a letter extending a credit card at a low interest rate, and then interprets and explains the unstated terms and implications for getting into financial difficulties.

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to . . .</i>		
B.2 Evaluate technical journals or workplace documents for purpose, organizational pattern, clarity, and relevancy of information.	B.2.1 Read and assess to define purpose of technical material and workplace documents.	Family/Workplace Literacy B.2.1 The learner evaluates several technical manuals and compares content for clarity, organization and applicability. B.2.1 The learner examines several workplace documents (e.g. Policies Manual, Employee Handbooks, etc.) using criteria of clarity, relevance and organization, determines if information can be better presented and rewrites sections for improvement.
B.3 Describe and connect the essential ideas, arguments, and perspectives of text generalizations.	B.3.1 Demonstrate ability to compare and analyze a variety of texts.	Basic Literacy B.3.1 The learner uses the newspaper and extract, analyzes and discusses an illustration of information found in a chart, graph, table, or diagram.
B.4 Assess the adequacy or appropriateness of data to substantiate hypotheses, conclusions, or generalizations.	B.4.1 Use appropriate resources to substantiate fact or relevancy.	Family Literacy B.4.1 The learner researches requirements for a Georgia driver's license on the internet and writes a report or answer questions.
B.5 Evaluate the author's use of bias and use of persuasive strategies to elicit a desired response from the reader.	B.5.1 Use appropriate resources to identify the impact of bias and persuasion on the reader.	B.5.1 The learner evaluates different views on issues such as: immigration reform or legal driving age and discusses if writer bias is present and provide evidence. B.5.1 The learner evaluates a famous political speech or political document (Gettysburg Address, Kennedy's Inaugural Address, National Anthem, etc.) by answering questions.

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to . . .</i>		
B.6 Identify logical fallacies in arguments.	B.6.1 Define and explain logical fallacies in arguments.	B.6.1 The learner reads and critiques several editorials about a local topic of importance (e.g. crime, rezoning, and the war).
B.7 Read and comprehend reading materials that include complicated information, legal regulations, difficult words, and technical terms.	B.7.1 Use technical approach to reading and interpreting information presented in formal presentations (e.g. technical manuals, procedures, etc.)	B.7.1 The learner reads and follows directions for setting up a computer station and connecting to the Internet, and answers questions on the process. B.7.1 The learner determines the terms of a product warranty and summarizes the process of registering a claim covered by the warranty.
	B.7.2 Determine and explain the rationale behind principles, policies, rules, and procedures.	Workplace Literacy B.7.2 The learner evaluates a company policy statement and describes its meaning and importance to the job setting.
C.1 Evaluate the structural elements of plot or content.	C.1.1 Assess the structural elements (5 W's).	Family Literacy C.1.1 The learner accesses and compares information from various media websites relating to current issues in the news (especially something that may impact them and their family) and writes a summary of findings.
C.2 Compare and contrast the motivations and reactions of literary characters from different eras and cultures confronting similar situations or conflicts.	C.2.1 Demonstrate the ability to compare/contrast a variety of written texts and derive relevance.	C.2.1 The learner reads and critiques several editorials about a local topic of importance such as the redevelopment of historic neighborhoods. C.2.1 The learner evaluates how developers, long-time citizens, new homeowners, etc., understand and characterize the trend described in the above exercise.

INDICATORS <i>Knowledge and Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health & Workplace Literacy</i>
<i>The learner will be able to . . .</i>		
C.3 Analyze how a work of literature reflects the heritage, traditions, attitudes and beliefs of its author and/or times.	C.3.1 Read and relate literary works from different periods to current events in the particular time period.	C.3.1The learner reads regional literary fiction or non-fiction selections and discusses their relevance to everyday life in the community.
C. 4 Analyze how an author's choice of words appeals to the senses, suggests mood, and sets tone.	C.4.1 Read a variety of literacy works from different time periods (e.g. prose, poetry, drama) and examines word choices.	Basic Literacy C.4.1 The learner researches a documentary from print or online to analyze the use of senses, mood, and tone.
C.5 Compare works that express a universal theme, often providing credible evidence to support his/her ideas.	C.5.1 Read works/letters/speeches written in the same time period and compare the themes.	C.5.1 The learner selects and reads a variety of culturally and ethnically diverse biographical or auto-biographical short stories and determines the similarities and differences in life in the various communities.
PERFORMANCE MASTERY STANDARDS	GED Completion	